

**THE ROLE OF SECONDARY SCHOOL INSPECTION IN RAISING
SCHOOL STANDARDS IN TANZANIA: A CASE OF KIBAHA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2015

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation titled “**The Role of Secondary School Inspection in Raising School Standards in Tanzania: A Case of Kibaha District**”, in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Date

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DECLARATION

I, **Optuna Kasian Kasanda**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This study is dedicated to my family, specifically to my husband Mr. Gibson Basetsi Baragula and my children Frank Laurian, Emmanuel and Joseph Gibson for their pray and tolerance throughout my study. Above all, this research paper is dedicated to the Almighty God for His abundant upon us.

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The accomplishment of this dissertation was the result of my own effort, and the contributions made by my family, friends, and lecturers. First of all I thank the almighty God for bringing me into this world knowing my settling and leaving, and for blessing me and giving me life.

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ABSTRACT

The researcher was motivated by her experience of 17 years of teaching profession in Kibaha district. In these years, she experienced a mismatch between teacher's conceptions of the role of inspectors and those of teachers in raising the standards of teaching and learning. This mismatch created a conflict between the two groups when they interacted. Thus, this study was aimed to explore the views of teachers on the importance of school inspectorate in raising the school standard by assessing the ways teachers describe school inspectorate and examining the relationship between the teachers and school inspectors in Kibaha District. This study employed mixed research method using s interview, questionnaires, documentary review and focus group discussion were used to elicit information from 44 respondents. The key finding was: techers considered inspectorate as importance in raising the school standards but they were put off by the condescending behavior of some of the school inspectors. Teachers were not happy with the fact that most of the time they did not bother to provide feedback on their inspection. The recommendations put forward include changing behavior of school inspectors from that of top down to that of horizontal in order to change the current negative relation to positive one to achieve the goal of positive impact of school inspection in Kibaha District.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
LISTOF TABLES	xiii
LISTOF FIGURE	xiv
LISTOF APPENDICES	xv
LIST OF ABBREVIATIONS	xvi
CHAPTER ONE	1
GENERAL INTRODUCTION.....	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem	12
1.3 The Purpose of the Study	13
1.3.1 Specific Objectives.....	13
1.4 Research Questions	13
1.5 Scope of the Study.....	14
1.5.1 Geographical Scope.....	14
1.5.2 Theoretical Scope	14
1.5.3 Content Scope	15
1.5.4 Time Scope.....	15

1.6	Significance of the Study	15
1.7	Definition of Terms	16
1.7.1	Concept Education	16
1.7.2	Quality	16
1.7.3	Quality Education.....	17
1.7.4	Inspection	18
1.7.5	Inspector	18
1.7.6	Teacher	18
1.7.7	A School.....	19
1.8	Summary of the Chapter and Overview of the Study	19
CHAPTER TWO		20
LITERATURE REVIEW.....		20
2.1	Introduction	20
2.2	Theoretical Review	20
2.2.1	Underlying Theories of School Inspection/Supervision	20
2.2.2	Scientific Management Theory	20
2.2.3	Critical Theory	22
2.2.4	Summary	24
2.3	Empirical Literature	25
2.3.1	Ways Teachers Describe School Inspectorate.....	25
2.3.2	Views of Teachers on the Importance of School Inspectorate in Secondary Schools	29
2.3.3	Relationship Between the Teachers and School Inspectors	33

CHAPTER THREE	37
RESEARCH DESIGN AND METHODOLOGY	37
3.1 Introduction	37
3.2 Research Approach	37
3.3 Research Design	37
3.4 Study Location	39
3.4.1 Reasons for the Choice of Area of the Study	39
3.5 Target Population, Sample and Sampling Procedures	40
3.5.1 Target Population	40
3.5.2 Sampling.....	41
3.5.3 Sampling Procedures.....	42
3.6 Data Collection Tools.....	42
3.6.1 Documentary Review	42
3.6.2 Questionnaires	43
3.6.3 Interview Guide.....	44
3.6.4 Focus Group Discussion.....	46
3.7 Research Procedures	46
3.8 Data Validation	47
3.9 Reliability of the Tools.....	48
3.10 Data Analysis Plan	48
3.11 Ethical Issues Considerations	48
3.12 Delimitation of the Study	49
3.13 Limitation of the Study	50
3.14 Summary	51

CHAPTER FOUR.....	52
PRESENTATION DISCUSSION OF FINDINGS.....	52
4.1 Overview	52
4.2 Description of the Sample	52
4.3 Views of Teachers on the Importance of School Inspectorate	55
4.4 Ways Teachers Describe School Inspectorate in Kibaha District.....	61
4.5 The Relationship between the Teachers and School Inspectors.....	64
4.6 Summary	68
CHAPTER FIVE.....	69
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	69
5.1 Summary	69
5.2 Conclusion.....	71
5.3 Recommendations	71
REFERENCES.....	73
APPENDICES	82

LIST OF TABLES

Table 1.1: Secondary School Inspections 2004/2005 up to 2008/2009	11
Table 3.1: Projected Number of Respondents.....	41
Table 4.1: Number of Respondents.....	52
Table 4.2: Gender and Age of Respondents.....	53
Table 4.3: Education Levels of Respondents: Teachers and School Inspectors	54
Table 4.4: Views of Teachers on the Importance of School Inspectorate	55
Table 4.5: The Relationship between the Teachers and School Inspectors	65

LIST OF FIGURE

Figure 4.1: Why Teachers Describe School Inspectorate	61
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LIST OF APPENDICES

Appendix I: Questionnaires: Teachers	82
Appendix II: Interview Schedule for School Inspector.....	85

LIST OF ABBREVIATIONS

ASCD	Association for Supervision and Curriculum Development
EO	Chief Education Officer
INSET	In Service Training for Teachers
MOEVT	Ministry of Education and Vocational Training
NAO	National Audit office
OFSTE	Office of Standards in Education
PDEP	Primary Education Development Plan
PMO –RALG	Prime Minister Office, Regional Authority Local Government
SEDP	Secondary Education Development Plan
URT	United Republic of Tanzania

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background to the Problem

School inspection is the most observed and the least understood phenomenon in the academic world. Improvement in teaching and learning largely depends on quality inspection. Even the quality of the whole school academic programme is linked to inspection process. The process of school inspection in Tanzanian schools is ineffective and is considered to be more a dictation than an improvement. There are some deep rooted assumptions concerning the concept of school inspection in Tanzania. It is based on dictation rather than remediation. The establishment of school inspection services in many countries of Africa was accompanied by the introduction of formal public education (Grauwe, 2007). Many of the developing countries expanded the inspection services after independence. Also, the increased number of schools accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2007).

Essentially, there are three main premises that are put forward in both developed and developing countries regarding establishment of school inspections as external evaluation in education. First, it is argued that school inspection is the central frame through which the government can monitor and ensure the quality of education provided in the society. Second, it is also argued that there is no way that the governments can ensure the implementation of national goals and objectives in absence of external evaluation as the counter balance of teacher's accountability in teaching and learning. Third, it is further argued that for countries to prepare a

competitive workforce to meet the challenges emerging due to globalization processes, school inspection as external control in education is indispensable and inevitable (Wilcox, 2000; Hoyle & Wallace, 2005; Neave, 1987; Davis & White, 2001; Chapman, 2001b; Mathew & Smith, 1995). Clearly, therefore, inspections are seen as playing essential roles in monitoring quality in teaching and learning.

Inspection, as a mode of monitoring education, offers the following major benefits: It gives school inspectors an opportunity to observe classrooms and, thereby, a better basis for discussing the development of the school with the heads of schools, an opportunity to learn about the schools, the head of schools, the teachers, the curriculum, and the students and indicates which way forward, it is a potential learning experience for those involved and leads to a better understanding of schools, it provide useful information for parents in their choice of schools and finally it enhances staff cooperation and public recognition that the school is basically on the right track which boosts staff morale (Wilcox & Gray, 1994).

Hargreaves (1995) noted that, inspection is a powerful way of monitoring the education system, tracking standards and performance levels over a period of time, and of identifying schools' failures. Furthermore, in McGlynn and Stalker's (1995) view, findings of inspection are used to identify aspects requiring attention and improvement in individual schools, to clarify performance of education system as a whole, and to inform national and regional educational policy, practice, and development. In addition, they argued that, inspection findings are important in view of the government's guidelines on school development planning and should provide the basis for national evaluation of education.

NAO (2008) reported that there is no routine of sending the school inspections' reports to the administrative district level. It further shows that inspectors had no records of signed minutes concerning discussions done with school management. It was also found that there is limited transparency: the information concerning audits was not published implying that it was not accessible to the media and the general public. Carron (1997) identified that problems face school inspectors are related to deterioration in working conditions, conflicts between the different roles which they are asked to play, and the way in which supervision services are managed and monitored. Deterioration in working conditions is characterized by lack of staff, lack of means and absence of inspection in remote areas. Lack of staff is the result of the dramatic increase in the number of teachers and schools, which is not matched with the number of inspectors. This causes inspectors to have too many schools to supervise, and spend too much time and energy on administrative duties, hence reducing their professional contact with teachers.

Moreover, De Grauwe (2001) revealed that the daily functioning of supervision and support services in Tanzania has suffered from the economic crisis. This has led to the lack of offices, insufficient equipment and secretarial services, the lack of means of transport, and insignificant travel allowances (inspectors were paid unattractive salaries and allowances, and when outside the post they were entitled to travel allowances, which were seldom available to all officers). Inspectors were paid salaries on the basis of their teaching experience, which meant they could sometimes be paid less than teachers, which made it difficult for them exercise to their authority over teachers. The same problems were described by the Education Sector

Performance Report (URT, 2009), which mentioned that limited financial resources have affected the number of institutions to be inspected yearly. During the financial year 2008/09, only 16.45 percent of the money requested for school inspectorate was received, and only 55 percent of vehicles for school inspectors were provided. Schools in remote areas were more affected because, when coupled with the tendency of external supervisors to prefer to live in more developed town centres, Transport and communication problems caused remote schools to remain unvisited for a long time.

Webb, et al., (1998) in his study found that, the impact of OFSTED inspections has been mainly on policies and procedures, rather than on classroom practice, and the effects on teacher morale had been debilitating, during inspection the staff were under considerable stress and much of their work was related towards implementation of action plans to address the criticism given by school inspectors. Webb and Vulliamy (1996) in their study revealed that, preparation for school inspections largely took the form of reviewing and updating documentations and producing policies deemed necessary for the school inspectors. Studies from Kenya and Nigeria indicate that school inspections are facing Challenges that impede the effectiveness of inspection. The named challenges are:

Some have observed unprofessional behavior of some school inspectors such as. Such behaviors include; being harsh to teachers and for harassing teachers even in front of their pupils instead of helping them to solve professional problems Masara (1987). Isolo (2001) added that, many school inspectors have developed the questionable habits such as demanding bribes from teachers in order to make

favorable reports (Corruption among Teachers, Schools Administrators and Inspectors), they are dictatorial and have taken the attitude of “do as I say or get in trouble” and they work with unsmiling determination. Such habits had the following serious negative consequences; Poor relationship between inspectors and teachers (Masara, 1987), the tendency of teachers to mistrust school inspectors (Republic of Kenya Ministry of Education, Science, and technology, 1999), teachers have regarded inspection as a stressful experience due to fear of the unknown (Ndegwa, 2001), Education standards have been compromised because teachers are not given a chance to disapprove inappropriate policies forced on them by inspectors (Ndegwo, 2001), a harsh and unfriendly teacher-inspector relationship (Daily Nation Editor, 2001; Isolo, 2001), and lack of sufficient teacher support (Wanga, 1988).

On this point, Masara (1987) commented that, although things at times have changed, teachers still view inspectors as intruding policemen who always look for faults, and as potential danger, just; as it was during the colonial time. While Masara concludes that teachers have tended to develop a great deal of anxiety about inspection and, consequently, they are unable to carry out their duties well, Wanga adds that, because of questionable behavior of some school inspectors, the idea of inspecting teachers still makes teachers “feel small” and irresponsible and, consequently they tend to remain more anxious, and unable to discharge their duties well.

A study conducted in Kenya shows that, over the years, school inspectors have had general negative attitude toward inspection and a decided lack of commitment and positive approach to inspection (Olembo et al., 1992). On the other hand Nakitare

(1980) had earlier found that 5% of the teachers in Kimilili Division of Bungoma District, Kenya believed that some inspectors were not dedicated to their inspectoral duties. The general negativity toward and the lack of commitment to inspection is attributed to the lack of appropriate incentives associated with inspectoral role of school inspectors. Wanga (1988) noted that, there was lack of recognition for inspectoral role by the higher government authorities; apparent lack of incentives, led to lack of commitment and initiatives on the part of school inspectors, which consequently led inspectors to perform inadequately.

Lack of productive feedback and follow-up initiatives relative to inspection, lack of opportunities for follow-up regarding recommendations based on inspection, such as the need for in-service training of teachers, were vivid in Kenya and Nigeria (Karagu, 1992; Wanga, 1988). The situation was worse in Nigeria, where most inspection reports were kept away from teachers and schools' administrators and even when submitted, were kept in files without action taken on them. It were therefore concluded that, there does not seem to be a sure mechanism for ensuring that improvement initiatives will be undertaken, and because of lack of follow-up, there is no way of ensuring that inspection will contribute to school development in a cost-effective way (Ibid).

A study in Kenya shows that, in-service training opportunities for school inspectors and teachers on school inspection are inadequate and where available, had been conducted inadequately due to financial constraints Wanga. (1988). School inspectors are often faced with the problem of lack of transport, especially for those inspectors deployed in rural areas Nakitare, 1980; Wanga, 1988). This problem is

aggravated by the fact that some schools are located in areas that are too remote to be reached by school inspectors (Oloo, 1990; Nakitare, 1980). Further to this, there is a lack of sufficient funds, especially traveling and subsistence allowances, provided to inspectors to meet expenses associated with transport and accommodation (Mwanzia, 1985; Wanga, 1988). The CIS, Daniel Rono, in a speech at a sub-regional curriculum development workshop, Nairobi, Kenya (Achayo, 2001), concluded that the problem of lack of transport had affected regular and efficient inspection of schools in different parts of the country.

School inspection practices in Kenya have been marked by poor planning (Republic of Kenya Ministry of Education, Science, and Technology, 1999). As the Republic of Kenya Ministry of education, Science, and Technology noted, plans for inspection of schools have been over-ambitious and, consequently, they are seldom carried out. Similarly, Olembo et al. (1992) noted that inspection of schools in Kenya has at times been marked by impromptu, irregular visits by some inspectors with the object of “catching” the teachers doing the wrong. Findings from Wanga (1988) indicated that there was no clear formal link between local universities and the Inspectorate section of the Ministry of Education, Science, and Technology, especially on matters regarding school inspection. Wanga added that, because of the lack of Ministry of Education-university collaboration, the Inspectorate may only involve university teaching personnel as facilitators during inspector in-service training programs on individual basis at an agreed-upon cost.

Wanga (1988) pointed out that the inspectoral systems in Kenya and Nigeria was highly bureaucratic and shared with all other aspects of the education bureaucracy, a

top-down, hierarchical, and authoritarian character. They noted that the hierarchical set up of the education system has created communication problems between school inspectors and the higher education authorities; Inspectors on the ground sometimes cannot take decisions on matters regarding inspection of schools before consulting the higher authorities who may have little or no knowledge about the situation on the ground.

Lack of clear policy of identifying suitable candidates to be recruited for school inspection leads to having unsuitable personnel in the Inspectorate and consequently, puts the integrity of some officials into question. As Githagui, (2001) observes, some inspectors are highly incompetent and are unable to apply desired practices of school inspection. Some cannot distinguish between effective and ineffective schools (Githagui, 2001).

School inspection as currently done in Kenya is highly inadequate and, consequently, it does not meet the needs of schools, teachers, and heads of schools, students, and parents due to understaffing of inspectors, heavy workloads and time constraint. There is a lack of sufficient time for adequate and meaningful inspection of school (Nakitare, 1980; Gray, 1994). School inspection in Nigeria and Kenya, especially in rural areas, has been frustrated by the lack of essential facilities, such as office accommodation, clerical services and support staff for school inspectors, funds, equipment, and stationery (Chabala, 1994; Mkwanzia, 1985; Republic of Kenya Ministry of education, Science, and Technology, 1999; Wanga, 1988). Perennial shortage of stationery and inadequate secretarial services also make it difficult for the inspectors to prepare meaningful reports.

In Tanzania, school inspections started to be practiced since the colonial rule. However, after its independence in 1961, the Government of Tanzania formalized different school Education Acts with the purposes of regulating the provision of education and improvement of education quality. School inspections are also for accountability of schools and officials on proper use of resources and maintaining educational quality at the best level of public interest (Janet et al., 1997).

During colonial era the department of education in Tanganyika established three groups of school inspectors which were: Education secretaries and supervisors of volunteering institutions. These two groups were inspecting schools which were under private institutions. The third group of inspectors was known as Government school inspectors with the responsibility to inspect government schools. In 1952 (this was during the ten years development plan of 1946 -1956) was the first time when the chief inspector of schools and other schools inspectors were officially recognized and it is recorded that in this period inspectors had more power to execute judgments in schools. For example, school inspectors were able to suspend teachers from teaching, to promote or demote or transfer teachers according to their observations (Ibid).

Before independence teachers perceived school inspections as threatening moments towards their carrier and profession. However, after independence school inspections focused to support and empower teachers to fulfill their responsibilities (JMT, 2006). It was after this period when different education Acts were formulated with the main purpose of improving education quality and increase school performances in schools. For example, in 1961, the government passed the Education Act of 1962 to regulate

the provision of education in the country. The government abolished racial discrimination in the provision of education and streamlined the curriculum, examinations as well as the financing of education to be provided in uniformity. Between 1967 and 1978, the Government took several steps and enacted several laws in order to improve education. The Education Acts of 1969 the Government took over the ownership of the non-government schools (which were under the volunteering institutions) and in Acts of 1978 the Government gave the Commissioner for Education more power to ensure that every school in Tanzania is inspected according to the rules and orders. In the same Acts it is when the current school inspectorate structure and division of inspectorate zones were established under the MoEVT in Tanzania (URT, 2008).

In 1979 the inspectorate department was placed under the education commissioner's office (Kiwia, 1994) now known as the Chief Education Office (CEO). The prime aim of the establishment of the school inspectorate system in Tanzania has been towards efforts of enhancing quality of teaching and learning for basic education, teacher education and secondary education. School inspectors are responsible for carrying out supervisory visits in schools for monitoring the quality and standards, in education and for the provision of feedback to the government (MoEC, 2005).

More demand of school inspection came in 2001 where Tanzania seen to become an ambitious set of Policy reform in primary and secondary education. The Primary Education Plan (PDEP) Secondary Education Plan (SEDP). SEDP is a long term strategy implemented in three phases of five years. First phase (SEDP I) was implemented between the year of 2004 and 2009 aiming to promote economic, social

development and reduce poverty through human resource for advantaged groups. Second phase (SEDPII) was implemented between the year of 2010 and 2014 to increase the proportional of the relative age group completing Secondary education especially underserved areas, to improve learning out coming of Secondary education especially at lower level and private sector to manage to enable public including local authority and private sector to manage secondary education effectively (URT 1995).

Moreover; in Tanzania there are number of challenges facing Inspectorate department which hinder its effectiveness in quality assurance. Some of the challenges include; scholars have identified several challenges that face school inspectorate in Tanzania. A study by the Ministry of Education and Vocational MOEVT (2008) found that in the department of school inspectorate, there are inadequate personnel, lack of transport, inadequate office space; equipment and housing are some of the challenges that school inspectorate face in Tanzania. These challenges create a condition that a school is inspected about once in every two years. According to URT (2008), there were very few inspections that have been done each year from 2004/05 up to 2008/09 as shows in the Table 1.1.

Table 1.1: Secondary School Inspections 2004/2005 up to 2008/2009

S/N	Year	Existing Schools	Inspected Schools	Percent (%)
	2004/2005	1734	40	23
	2005/2006	1063	785	38
	2006/2007	2567	678	28
	2007/2008	3485	1880	54
	2008/2009	3798	346	9

Source: 2004/05-2006/07 CAG Performance Audit of Secondary School Inspectorate

It was also found that school inspectors' working conditions were poor. For example, they did not have a means of transport nor field allowances to facilitate their visits in schools. For example: Sometimes school inspectors they had to visit the school without being paid allowance (Ibid). Moreover, ineffective leadership: Poor working relationships between education officers, teachers and parents have resulted into additional challenges in enhancing quality of education.

This affects the role of school inspectors in ensuring quality education delivery in primary and secondary schools De Grauwe (1997). The foregoing literature shows there is a serious misunderstanding of the importance of school inspectorate especially at secondary school level. On this basis, the study on the role of secondary school inspection in Tanzania, Kibaha District in particular was inevitable.

1.2 Statement of the Problem

While acknowledging the importance of school inspectors; there is still a little agreement on the fundamental role of school inspectors countrywide (Mosha, 2000; Hakielimu, 2007). The differences in understanding of the role of school inspectors have become an interesting area of research in the sub-Saharan Africa and similar countries. Studies have been conducted on the role of school inspectorate in other countries (Bedi & Sharma, 2006; Shahzad, 2007). However the experience from reports and past studies have shown limited school inspectorate studies in Tanzania; and thus highly needed due to the importance discussed above and the challenges facing school inspectorate in the country. This study aims to fill this gap in the literature.

1.3 The Purpose of the Study

Based on these two motivations and the background discussed above, the purpose of this study is to explore conceptions on teachers' understanding and supporting school inspectors in secondary schools in Kibaha. The reason for investigating teachers' conceptions is from the assumption that the understanding of any phenomenon lies in people's conceptions (Marton, 1981), and that understanding can further lead to support for improvement (Peters, 1992). According to Eklund-Myrskog (1996), conceptions are the ways people experience or understand a given phenomenon. These are overall views that individuals have of a phenomenon. Pratt (1992; Kember 1997) also describes conceptions as specific meanings attached to a phenomenon. In this case, the role of school inspectors in secondary schools in Tanzania is the phenomenon in focus in this study.

1.3.1 Specific Objectives

This study was guided by the following specific objectives:

- (i) Explore the views of teachers on the importance of school inspectorate in secondary schools.
- (ii) Assess the ways teachers in secondary schools in Kibaha District describe school inspectorate.
- (iii) Examine the relationship between the teachers in secondary schools and school inspectors in Kibaha district.

1.4 Research Questions

This study was guided by the following research questions:

- (i) What are the views of teachers on the importance of secondary school inspectorate?
- (ii) In what ways do secondary schools in Kibaha district teachers describe school inspectorate?
- (iii) How do teacher in secondary schools in Kibaha district relate to school inspectors?

1.5 Scope of the Study

1.5.1 Geographical Scope

The study was conducted in Kibaha District which is one of six districts that comprise Coastal Region. The district is located in the East zone of Tanzania with a population of 198,697 (97,168 males and 101,529 females) with 2.2 growth rate according to population and residence census of 2012. The District covers 1,630 square kilometers of land and is situated 30 km West of Dar es Salaam City and serves as the main road to West, Northern and South Highland regions of Tanzania. The District has a total number of 47 secondary schools of which 21 are governmental schools and 26 private schools. All these are under the supervision of the Eastern Zonal school inspectorate department.

1.5.2 Theoretical Scope

This study explores system thinking that was developed by Cummings & Lunsford (1996). System thinking sees the importance of interaction and interdependence of parts to make the whole. In this case, the teachers and school inspectors are the part and parcel of school and their smooth relation ensured the effectiveness of school.

1.5.3 Content Scope

The study concentrated on two variables: The first one is independent variable which was measured by two factors: teachers' perspectives of the importance of school inspectorate and the ways teachers describe school inspectorate. The second variable is dependent variable and this measured by the relationship between the teachers and school inspectors.

1.5.4 Time Scope

The study traced the existence of school inspection from the colonial period to the present and conducted in 6 months within which three months spent on field work and three months spent for data analysis, presentation and report writing.

1.6 Significance of the Study

This study was relevant because teachers are aware of the realities and challenges facing secondary school inspection in Tanzania. They have knowledge about the low quality of teaching in Tanzania and that secondary schools are producing students that are leaving schools unprepared (Hakielimu, 2007), lack skills for work and life (Davidson, 2006) and become burdens on their own families and societies. The teachers' inputs in this study add knowledge to the understanding and supporting school inspectors.

The results exposed variations in teachers' understanding of these roles. Thus, the study used as a base in the appointing the school inspectors effective for improving the quality of Tanzanian secondary school education.

1.7 Definition of Terms

1.7.1 Concept Education

Varied definitions of education have been presented by various philosopher and educators including Arther, et al. (1966), Nyerere (1967) Bongoko, et. al., (1886), Encator, (1997) at different times and places. This is however noted that, the definitions indicate that education is a lifelong process through which one achieves social competence and individual growth. It is the transmission of the values and accumulated knowledge of a society. In this regard, education may be equated to socialization or acculturation. Also the processes of education involve teaching and learning. Education also is, “a process by which an individual acquires the knowledge and skills necessary for appreciating the social, political and economic conditions of a society and a means by which one can realize one’s full potential” (URT, 1995).

1.7.2 Quality

This is the desirable end result or outcome (Mosha, 2006). It is judged in terms of how students conform to levels of excellence. Quality - is referred to some set of standards, that should be met so as to ensure that what have been planned for pupils to achieve are put in place. It is an abstract concept, but we can have some parameters for assessing it within education system such as number of teachers, the level of their training, number of learners, their background, and the availability of teaching and learning materials (Nkinyangi, 2006). To Tjeldvoll (2004) the term quality can be viewed using a common sense. It is a “feeling” of what is.....’. It is a relative term that is connected to an individual’s subjective notion of standards.

1.7.3 Quality Education

The term quality in education has no generalized meaning because it can be defined from many dimensions. Mosha (2000) defines quality as, “the level of excellence in performance”. He adds that quality can be measured by establishing acceptable benchmarks or criteria and standards of good performance. On the other hand, Martin and Stella, (2006) mention two approaches to defining quality; “The standard-based approach which involves establishing criteria and standards to be applied by all institutions; and the fitness-for-purpose approach in which the measurement for quality does not allow for common quantifiable criteria but must rely on contextual analysis” (Bayne, 2000) define quality in education as, “an evaluation of the process of educating, which enhances the need to achieve and develops the talents of the customers of the process, and at the same time meets the accountability standards set by clients who pay for the process or outputs from the process of educating”.

Quality needs to be the focus of all the main actors of the education system. This is because, due to changes in world economies, the aim of education has now become to produce learned students who can compete in the labour market. Emphasizing the vision of quality education for all, the World Bank (1999: iii) proposes; “give people a handout or a tool, and they will live a little better. Give them good education, they will change the world”.

Similarly, Mosha (2006) asserts, “successful people in tomorrow’s world will be those who are able to change jobs often”. He insists that those with general education are more likely to be able to learn new skills and adapt to diverse jobs. He thus

advocates for higher quality education (general education) that helps individuals to collect and interpret information that will enable them to be resourceful and solve problems.

1.7.4 Inspection

This is “the process of assessing the quality and/or performance of institutions, services, programmes or projects by those (inspectors) who are not directly involved in them and who are usually appointed to fulfil these responsibilities” (Wilcox, 2000). It involves visits made by inspectors to observe institutions and services.

1.7.5 Inspector

She/he is an external supervisor, who visits schools to ensure education standards set by the government are met by schools, whose functions are to inspect all schools and write reports with a purpose of advising the Chief Education Officer on matters which require decision making for improvement; inspect, educate and advise owners, managers, school boards/committees and teachers on good implementation of schools development; act as a link between the school, other institutions and the ministry; to conduct in-service training for teachers; and carry out supervisory visits to improve the quality of teaching in schools (URT, 2010).

1.7.6 Teacher

She/he is a person who has received teacher training in a diploma teachers college or university, or is a licensee, who facilitates the teaching and learning process in secondary schools.

1.7.7 A School

This is an agency that employs men and women who are professionally trained for the task of teaching usually to carry out formal education. Thus School is just a part of education.

1.8 Summary of the Chapter and Overview of the Study

This chapter presents the background of the study tracing the history of school inspection. The chapter also presents the situation of school inspection in Tanzania and elsewhere and challenges that face secondary school inspection worldwide. This chapter lays a background for the consequent chapters for this study. Chapter 2 deals with literature review where the study focused on theoretical literature, empirical literature; and conceptual framework while chapter 3 is confined to research methodology and design. Chapter 4 presents the finding and discussion and the final chapter, chapter 5 is the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter concentrates on review of relevant literature. In this the researcher deals with two subtopics namely: theoretical literature and empirical literature; in theoretical reviews system thinking have been discussed, while the empirical literature covered the three objectives developed in chapter one.

2.2 Theoretical Review

2.2.1 Underlying Theories of School Inspection/Supervision

This section discusses some of the theories behind school inspection. It begins with Scientific Management theory followed by Critical theory.

2.2.2 Scientific Management Theory

The field of inspectorate can be traced within five periods in the evolution of the leadership styles as follows: administrative inspection, scientific supervision, democratic supervision or human relation supervision, neo-scientific supervision and human resources' Supervision.

Administrative Inspection was an era that covered 18th, 19th and early part of the 20th century. This type of supervision focused on the personality of the teacher and the effectiveness of classroom management and maintenance of the school plant. Scientific Supervision coincided with the scientific management and industrial revolution in Europe and America. In this era, concern of schools was the

maximization of profit. The view held was that teachers were passive and that increase in their pay would boost efficiency and enhance school effectiveness.

Fredrick Taylor and other exponents of scientific management were behind this movement and confused that incentives in terms of money would attract teachers. Because of this philosophy, school inspection was autocratic and “Snoopervisory”. There was no consideration for teachers. Their motivations as well as their welfare were neglected. Teachers had no contribution whatsoever into supervision and curriculum development.

Democratic Supervision or what was termed as Human Relation Supervision came into being as an opposition to the principles and practices of the scientific management. This opposition was supported by Elton Mayo’s findings at Hawthosne. The Hawthosne studies among other things found that informal groups to which workers belong affects their behavior and productivity. Likewise is the relationship between the workers and the organization. The management of personnel thus becomes more humane and democratic. In the school system, teachers were well recognized and were given cooperation and assistance as required. This era introduced such ideas as group dynamics, policy-making by consultation, diffusion of authority, vertical and horizontal communication and delegation into educational supervision.

According to Obilade (1988), the following assumptions greatly influenced the theory and practice of school supervision during this era: Teachers have their own goals, values, feelings, emotions and needs which affect the way they behave; ii. The

school expects teachers to behave in ways consistent with school needs and goals; and iii. School needs and teacher's needs are not necessarily congruent.

The Neo-Scientific Supervision Era was the major criticism of the human relation, which saw human relation perspective as too soft on the teachers at the detriment of the school goals and objectives. The focus was on the effectiveness and efficiency of the school. Various forms of supervisory approaches came into play such as Management by Objectives, MBO; Performance Objectives; Systems Analysis; Cost-Benefit analysis etc. All affected the mode of inspection during this era. Teacher accountability came to be the watchword.

The last and the current supervision is Human Resources Supervision, which focuses on the motivation of teachers towards enhanced school effectiveness. All efforts to improve teachers' welfare and job satisfaction are seen as means of improving their performance in the school system. A number of capacity building initiatives are being taken and school-based professional support is being encouraged.

2.2.3 Critical Theory

This study draws upon Critical theory since it advocates freedom and emancipation process. It also gives more voice to teachers as the key players and implementers of the curriculum. Critical theory is used to refer to the work of a group of sociopolitical analysts emanated from the Frankfurt School. Some of the members of this group include Adorno, Marcuse and more recently, Habermas who is regarded as the father of Critical theory (Tripp, 1992; MacIsaac, 1996). Critical theory is a philosophical approach or position that attempts to question and challenge what is claimed to be

the established knowledge (Syque, 2007). The philosophical foundations that deal with establishment of knowledge are referred to as epistemological and ontological orientations. Epistemological position can be conceived as the way of constructing acceptable knowledge (Bryman, 2004).

When natural science mode is employed in the study of social phenomena it is referred to as positivism. Positivism is an epistemological position that employs the natural sciences to the study of social reality (Bryman, 2004). Critical theory rejects the positivists' view of rationality, objectivity and truth (Carr & Kemmis, 1986). It calls the educational theory to accept the need to employ interpretative categories in different phenomena. It also identifies and exposes theoretical accounts to make members of the society aware of how they may eliminate or overcome their problems (Carr & Kemmis, 1986). While Positivists consider human beings to be value free, Interpretivists as an alternative to positivists contend that there should be a respect and difference between people and the objects of the natural science (Bryman, 2004). Critical theory is featured by the claim that educational status should be determined by the ways it relates to practice (Carr & Kemmis, 1986).

Moreover, Critical Theory is regarded as an emancipatory since it acknowledges teachers are self-taught or self-reflective (Kemmis, 1986; Tripp, 1992; Maclsaac, 1992). Similarly, Critical theory acknowledges inspectorate as socially constructed activity rather than neutral objective activity (Maclsaac, 1992). As such, teachers' self-reflective lead to a transformed consciousness and hence, can work independent of school inspectors (Tripp, 1992). This also involves the process whereby one sees her/his roles and the societal expectations form her/him. According to Maclsaac

(1996) social knowledge is governed by binding consensual norms which defines reciprocal expectations about behavior between individuals.

Critical theory helped in understanding that teachers are people with free will and with total freedom (MacIsaac, 1996; Tripp, 1992) with conscious about their strengths and weaknesses (Druker, 1991). When school inspectors recognize that teachers are free entities with their own thinking, their role as school inspectors is to facilitate the teaching and learning process and not dictate what should be done by the teacher. Teachers are to be encouraged to reflect on their teaching and learning practice in order to discern their areas of weaknesses and try to find the solutions of the problems that face them in teaching and learning (Tripp, 1992).

However, Critical theory faces the shortcomings that individual freedom has limitations, especially when reflects on what happened in Tanzania in the recent past with mass failure in secondary schools. This tells us that teachers cannot be left free without some degrees of control. Some teachers tend to misuse the freedom they have. As Scientific Management theory puts forward, a teacher cannot be left free to do whatever she/he wishes to do. Some rules and regulations are to be applied with a mixture of humanity (Starrat, 1993: 2007) if the national goals and objectives are to be achieved.

2.2.4 Summary

This part has discussed the theories underlying school inspection. It started with Scientific Management theory followed by Critical theory. While Scientific Management theory stresses the rules and regulations for teachers to follow, Critical

theories advocate some rooms for teachers' autonomy. In both the later theories teachers are regarded as social beings and they have their own way of thinking and viewing the world. It is considered that none of the above theories were solely appropriate to provide a framework for a study concerned with the impact of school inspections upon teaching and learning and school improvements. Scholars like Hargreaves (1995) and Sergiovanni and Starratt (2007) in their studies suggest the combination of more than one theory so as to establish a balance between rules and regulations and humanity. To them the combination will serve the inspection/supervision purpose better rather than relying on a single theory because all have strengths and weaknesses.

It further also outlined a conceptual framework for an understanding of the impact of school inspection on teaching and learning. It has been argued in this study that for school inspection to have a positive impact on teaching and learning, the System Thinking should be applied to view the education system as whole. Making different parts interdependent and interact to allow efficiency and effectiveness on work performance is what will facilitate quality monitoring in education. For this to take place, external factors supported by internal factors with enabling conditions will to a larger extent create mutual understanding and hence, high academic achievement of pupils in schools which is a prime goal of the education system in any society.

2.3 Empirical Literature

2.3.1 Ways Teachers Describe School Inspectorate

Haule (2012) did a study on "the perceptions of school teachers and leaders toward school inspections in Tanzania secondary Schools" in Arusha municipality. Total

number of 137 respondents participated in the study was investigated on the perceptions of school teachers and leaders towards school inspections and how the school teachers and leaders react towards school Inspections. The data and methodological triangulation approaches were employed for field data collection, whereby different schools, school teachers and leaders were sampled for interviews, FGDs and questionnaire (Surveys).

Haule found that school inspections were negatively perceived by school teachers and some rejected school inspections. However, Haule found that school leaders tended to be somehow positive towards school inspections processes. Haule attributed to this positive perception with the involvement of school leaders in the school inspection process, while ordinary teachers were just being inspected, sometimes without prior knowledge. This implies that, if teachers were involved in the inspectorate activities, teachers would perceive inspectorate, not an intrusion to their teaching activities, but as a part and parcel of school management and quality control.

The study recommended that different stakeholders in education and school inspections should consider the need of introduction of a school self evaluation (SSE) system, Schools should be empowered to conduct school self-evaluations so that school context data may feed school inspections reports. Also the Government of Tanzania should consider establishing an independent school inspectorate to increase the level of trust by school teachers and leaders and transparency of the inspectorate and different stakeholders should be brought onboard on deciding the mode of operation of the independent school inspectorate that can either work as an

agency or as a hired organization or company, reviewing the school inspection Framework and consider working on the school teachers and leaders concerns and challenges both on compensations and on teaching workloads. Furthermore he recommended that MoEVT should consider working on the school teachers and leaders concerns and challenges both on compensations and on teaching workloads and regular trainings for teachers to update their professionalism (Ibid).

Blunsdon (2002) investigated the perceptions of those working in, and for, a sample of six Derbyshire primary schools concerning the impact of the OFSTED process of inspection. Data was gathered from head teachers, teachers, governors and classroom assistants using questionnaires, interviews and formal and informal site visits. Other data sources, including inspection reports and contextual data drawn from the sample schools were also included, providing useful information relating to each institution's culture and context. Qualitative study was attempted to explore the overall impact of inspection on the teaching and learning process and its relationship to school improvement in the context of primary education.

The findings from this study project revealed that the OFSTED system of inspection has only a limited positive impact upon primary school practice. It also raises questions concerning the anxieties and pressures felt by schools that experienced 'light touch' short inspections. He suggested that, to date, it remains difficult to justify the inspectorate's validating objective of improvement through inspection and that; as a result, the positive impact of inspection upon primary schools remains questionable (Ibid).

Gray and Gardner, (1999) did a study on Teacher's perceptions and reactions to inspection where they thoroughly examined the model of inspection being practiced in Ireland. The findings from this study revealed that, there are clear reservation about the extent of anxiety induced by the inspection process, the amount of time necessary to prepare for the inspection and the inclusion of lay persons in the inspection team. Teachers' feelings of anxiety and stress appear to be at their worst during the build-up period to inspection. They suggested that most school principals and teachers in Northern Ireland considered the school inspectorate programme to be professional and supportive (Ibid).

Dean J. (2006) did a study on “What Teachers and Head teachers think about Inspection”. The study consists of 14 inspections of primary and secondary schools carried out by local inspectors in five widely separated areas during 1992 and 1993. The reactions to inspection were gathered through interviews with the head teachers and discussions with groups of teachers. Dean in his study found that the inspection approaches varied and in two cases followed the new OFSTED pattern. H is also found that teachers’ reactions are described in relation to: the preparation for inspection; the inspectors as individual’s; the inspection process and reporting and follow-up.

He suggested that some of the concerns associated with these issues will be met by the new OFSTED arrangements. However, OFSTED practice may be less satisfactory in meeting other concerns such as the provision of adequate teacher feedback and the organization of follow-up advice and support (Ibid).

2.3.2 Views of Teachers on the Importance of School Inspectorate in

Secondary Schools

Ololube, and Major (2014) conducted a study on reasons that inspection is carried out in schools in Nigeria. The findings reported that school Inspection is an integral part of education systems globally, and has maintained the same purpose irrespective of its historical development in different parts of the world. The reasons that inspection is carried out in schools include; acquiring an overview of the quality of education: This is done in accordance with performance indicators for an education system. Report findings are sent to the educational institutions involved to enable them to plan improvement strategies; and ensuring minimum standards: This is done to verify that minimum standards are being adhered to. This thus helps to guarantee relatively equal educational opportunities for all by ensuring that the same school standards are maintained across the country.

Others are purposes are to offer purposeful and constructive advice: This is done to create a forum where purposeful and constructive advice can be given for the sake of improving the quality of teaching and learning in schools; to supervise the implementation of Curriculum: Curriculum implementation is an interaction between those who have created the curriculum and those who are charged to deliver it.

The supervision of its implementation ensures that teachers are following the school curriculum effectively. There have been real concerns that some schools do not implement their curriculum and that some teachers do not know what is expected of them. Curriculum must be delivered properly if it is to have impact on student learning. To identify discipline problems: In this situation, inspectors attempt to

identify some of the discipline problems encountered in schools. Inspections, for example, ensure that prudence is maintained as expected and that the public funds that are provided for running schools are used responsibly.

To monitor and improve Teaching and Learning: In this situation, school authorities may wish to know the true position of a school's human and material resources. Inspectors thus determine staff strengths, the appropriateness of the teaching qualifications of teachers, and the state of facilities in schools and to stimulating and providing Guidance: This is to ensure that schools are stimulated and guided as to how to improve and achieve educational goals through desirable practices (Ibid).

Matete (2009) conducted the study on the Impact of Primary school inspection in Tanzania; a study of Mbeya city district. She aimed to explore the extent to which school inspection has an impact upon teaching and learning in Tanzanian schools and to give some insights into how it might be organized to influence teachers' work performance. Matete found that school inspection plays a potential role towards improving teaching and learning. Teachers perceived the advice and feedback given through inspection reports and recommendations useful for making improvements in their work performance.

However, Matete observed that inspections reports and recommendations were not acted upon by the respective authorities to make inspection to have effective impact on teaching and learning. It was also found that, to a greater extent school inspectors had succeeded in establishing positive relations with teachers. The majority of teachers stated that school inspectors used friendly language when discussing with

them. The study further revealed that, school inspectors judged the performance of the schools based on schemes of work, lesson plans and pupils' exercise books, whereas classroom observations were not effectively carried out. It was also found that school inspectors' working conditions were poor. For example, they did not have a means of transport nor field allowances to facilitate their visits in schools.

From the above findings, the study recommends the government to commit its resources towards school inspectorate department for effective monitoring of the quality education provided. Classroom observations should be a central focus of the school inspectors for their impact on teaching/learning to be realized. Moreover, for improvements in teaching and learning to be achieved the director and the District educational Officer (DEO) should make use of the inspection findings and recommendations (Ibid).

Mmbando (2010) presented Thematic Paper for the Annual Joint Education Sector Review in Tanzania, on "Management Inspection and Supervision for Effective Delivery of Basic Education." The paper identified that Tanzania's school inspectorial system is highly bureaucratic and shares all other aspects of the education bureaucracy, a top-down and hierarchical. Inspectors on the ground sometimes cannot take decisions on matters regarding inspection of schools before consulting the higher authorities who may have little or no knowledge about the situation on the ground. The Inspectorate is a centralized department of MoEVT that works within a devolved and decentralized school management system under PMO-RALG. It is obvious that decision-making lapse would necessarily occur, where the inspector would wait for clearance from above while the manager makes such decisions at the

site. The clear lack of coordination between MoEVT, PMO-RALG, RS and LGAs, Other Managers of Private schools and Colleges is one that frustrates the work of the Inspectorates operations. The irony is that those recruited as inspectors work with peers who know them very well, are aware of the competencies they possess or weaknesses they possess as professionals. One of the major bottlenecks to efficiency in the Inspectorate is the human resource are those appointed the best for the job (Ibid).

On other side; Mmbando (2010) reported that inspection provides an opportunity to observe classrooms and, thereby, a better basis for discussing the development of the school with head teachers; learn about the schools, the head teachers, the teachers, the curriculum, and the students and indicates which way forward; offer useful information for parents about the education of their children; a reliable understanding of schools; the public to recognize that the school is basically on the right track; and boost staff morale if conducted properly leads to a set of recommendations which describe the main areas requiring improvement of specific to the school inspected; and those in authority (the Commissioner for Education and LGA) have the opportunity to know and understand operations of the schools so well that they can assume superior academic and professional roles over teachers and pupils in the school.

Mmbando suggested that, improvement of schools can be measured from the extent to which the recommendations are implemented. The Education Act No. 25 of 1978 section 41 – 44 and the Education (amendment) Act No. 10 of 1995 sections 31 – 32 establishes the legal basis for the Inspection of Schools in Tanzania. Thus; the

Minister shall appoints inspectors, the Commissioner shall cause every school to be inspected to ensure that; and a school complies with this Act. Ascertaining whether that school is being properly and efficiently conducted at all reasonable times enter the premises of any school, or any place in which it is reasonably suspected that a school is conducted require any manager or teacher to produce any book, document or other article or to furnish any information relating to the administration or management of or teaching or activities in the school and do such other things or acts as may be necessary for the furtherance of the purpose of inspection. Furthermore he suggested that in Tanzania, school inspection seems to be viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities are maintained.

2.3.3 Relationship Between the Teachers and School Inspectors

Adewale, et al (2014) conducted a study on School Inspection or, and Supervision Effects in Public Secondary Schools in Ogun State, Nigeria, Aiming to investigate the supervisory practices, interpersonal relationship between supervising officers and teachers, availability and functionality of inspectors/monitors/secretaries and supervisors from ministry of education, teaching service commission. Interview and questionnaire methods were employed.

The study found that the nature of interaction between teachers and school inspector/supervisors was fearful, dispersion of catalogue of faults and threatening, because the greater majority of school inspectors/ supervisors behaved as if they were higher executive officers, feeling too big and too great than the teachers, and felt they could not discuss anything with teachers in the class other than to interact

with files and experiences than others. They recommended that educational conferences must be organized once in an academic year where every stakeholders of education will present papers, action research results; this will foster interpersonal relationships and give room for individual and organizational goals realizations in a relaxed atmosphere. Furthermore they suggested that younger education officers should learn from office reports and be passive while they sit in the classroom to observe both senior officers and teachers.

Brian Wilcox & John Gray (2006) conducted a study on Reactions to Inspection where by Individual interviews were conducted with inspectors and teaching staff of three primary school inspections in three different LEAs (Local Education Authority). The interviews took place sometimes after the end of each inspection when the findings were generally known amongst the teaching staff. The inspections differed according to the degree of negotiation allowed to staff, the extent of inspection coverage, and degree of conformity to a full inspection model.

The study found that teacher reactions appeared to vary according to the extent and nature of any 'surprises' in the inspection reports and their findings. Furthermore they also found that general issues emerged were concerned with the contextualization of judgments' and the influence of time on the credibility of inspection methods. Brian Wilcox & John Gray (2006) concluded that these issues and those relating to the resourcing of inspections are discussed in the light of the national arrangements for inspection inaugurated by the 1992 Education (Schools) Act and overseen by the Office for Standards in Education (OFSTED).

Case et al. (2000) conducted a research on the effect of an inspection visit on the overall wellbeing of teachers where by ten primary schools in the United Kingdom were involved. Qualitative method was used to collect data. The findings revealed that the observations of the lessons and the related assessment, including the brief verbal feedback given to teacher and the report to the principal, resulted in a three year disruption of teaching practice and therefore OFSTED inspection achieved just the opposite

They concluded that for improving performance, OFSTED is actually having a detrimental impact on the wellbeing of teachers, the education process and hence the 'qualitative standard' of schooling. Brimblecombe et al. (1996) conducted few studies that investigate the effects of inspection visits on teachers' teaching strategies focus on the question of whether the assessment of lessons results in changes in teaching strategies of teachers focus on school inspections in the UK. The studies revealed that 38% of the assessed teachers are inclined to implement changes shortly after an inspection visit, particularly in relation to the way they teach and organize their class. The studies found that the tendency to change increases the higher up the teacher is within the organization.

Brimblecombe et al. (1996) conclude that the relationship between teacher and inspector contributes significantly to the extent to which lesson and inspection visits have an effect. Hussain, (2012) did a study to investigate whether inspection ratings provide any extra information on school quality over and above what is publicly available. The investigation was done by constructing a measure of school quality from pupils' responses to questions about teacher behavior and practice using

data from the Longitudinal Study of Young People in England (LSYPE). The study found that inspection ratings have substantial power in predicting underlying quality. The research also examined the short term impact of failing a primary school inspection on pupils' subsequent Key Stage results. The study found that a failed inspection leads to significant improvements in test scores; with the largest gains for pupils with low prior attainment (on Key Stage 1 tests).

The researchers note that this is unlikely to be due to 'strategic behavior' by teachers, as teachers did not exclude low ability pupils from taking the test and there was also no evidence that some groups (e.g. very low or very high ability pupils) were adversely affected by the failed inspection. There was also evidence that for some pupils, gains lasted over the medium term even after they had left the failed primary school. Hussain, (2012) Concluded that a failed inspection for primary schools, can lead to significant subsequent improvement in test score with the largest with the largest for pupils with low prior attainment.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter concerned with Research Design and Methodology. This part presents the research methods employed in this study. Moreover, the part provides research approach, the research design followed by a description of the study location and the reasons for choosing the area of the study. It then provides the sampling process of the schools and the research participants. This is followed by a description of the data collection instruments that was used in this particular piece of research and the research procedures. The issue of validity and reliability was provided followed by data analysis plan, discussion of the relevant ethical issues that the researcher was observed in the field setting. The chapter further was provided the delimitations and limitations of the study. Finally; summary of the chapter was given.

3.2 Research Approach

Based on the overall research objectives, this study was conducted within the framework of mixed research methodology. This study employed concurrent triangulation methods in which both qualitative and quantitative data were collected. This is about the same phenomenon using more than one paradigm, method, design, approach or instrument, technique or measures so as to increase depth of understanding in a given research phenomenon (Omari, 2011).

3.3 Research Design

Research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. According to Kothari (2004),

research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

This study was essentially qualitative research design. The criteria for selecting a research design depended upon the appropriateness of the techniques for the objectives of the study (Keith, 2000). The main reason for choosing a qualitative approach is that the researcher wants to explore the views of respondents with regard to their views of teachers on the importance of school inspectorate in secondary schools, ways teachers in secondary schools in Kibaha District describe school inspectorate and to examine the relationship between the teachers in secondary schools and school inspectors in Kibaha District. Also, qualitative approach is considered to be the best for this study due to its theoretical underpinnings as it regards the difference in individual perceptions and uniqueness in interpreting the phenomena (Mushi, 2002).

Qualitative research which is exploratory in nature was enabled the researcher to enter into the field with an open mind (Patton, 2002). It was holistic and it provides a contextual understanding of the lived experience from the participants (Brock- Utne, 1996). Moreover, it was more convincing and appealing than statistical power, generalized and replicated findings (Patton, 2002). Qualitative research offered more proof, concrete, and convincing information to the researcher. It was expected to do the same for other researchers, policy makers and planners and educational practitioners and considered to be more revealing than having a single page with summarized figures.

However, the biggest criticism for qualitative approach is that, it relies on a few numbers of informants and so the findings cannot be generalized in a larger population. For the purpose of minimizing the weaknesses of this approach, the researcher was employed different data collection methods so as to ascertain the quality of the findings, which could eventually be generalized. In this regard, data were collected from the teachers, head teachers, school inspectors, and from the district education officer. Also, the issue of triangulation of the research methods as stated earlier was seriously considered in this particular study.

3.4 Study Location

The study was conducted in Tanzania in Coast Region “specifically in Kibaha district”. This study carried out in four secondary schools in Kibaha District Council. Two schools were taken from Kibaha District Council; Kilangalanga Secondary and Mihande Secondary available at Mlandizi wards. Two Secondary schools from Kibaha Town Council; Tumbi and Zogowale Secondary available at Tumbi and Misugusugu wards respectively located nearby from the main road. All these schools followed a system of co-education system (mixed boys and girls) and covering form I-VI; and thus, subsection 3.4.1 below discusses why Kibaha district had considered as the case study area.

3.4.1 Reasons for the Choice of Area of the Study

According to Singleton (1993), the ideal setting is one that is related to the researchers interest, is easily accessible and that which allow the development of immediate report. The choice of the District was determined by the familiarity of the researcher to the study area and the fact that the researcher is also a teacher in the

District. This was allowed the creative of rapport with the respondents during the data collection.

Also Kilangalanga, Mihande, Zogowale and Tumbi Secondary schools were selected to be the study area Due to their academically performance at District and national level. For example at Kibaha District Council level; Kilangalanga Secondari school was the 2 out of 7, Mihande Secondari school was the 6 out of 7 while in Kibaha Town Council, Tumbi Secondari school was the 3 out of 11, Zogowale Secondari school was the 10 out of 11 secondary schools in KibahaTown Council in Form Four National Examinations results 2013 (National Examinations results: Kibaha district, 2013). It was of the interest to the study to find out whether or not school inspection has been contributing to such performance. Moreover, due to the limited time given for this study, a single district was considered to be reasonable for the study in understanding the roles of Secondary School Inspection in Tanzania.

3.5 Target Population, Sample and Sampling Procedures

3.5.1 Target Population

According to Best and Khan (1993:13), population is “any group of individuals that have one or more characteristics in common that are of interest to the researcher”, and that it may be all individuals of a particular type, or a more restricted part of that group. Keya *at al.*, (1989) describe a population as consisting of individuals or things or elements that fit a certain specification. The target population for the study was secondary school teachers and School inspectors and district education officers are the target groups in this study, because they are the ones key responsible for the

school inspections. It is hoped that they could provide lived and rich experiences as well as real voices about how school inspectors' process are done. Due to the limited time and resources for this research, a representative sample of 40 teachers was purposively sampled to participate in the study. In addition, the sample was comprised of 10 school inspectors. Thus, the research sample involved in this study was 50 (100%) participants. Table 1 below indicates the projected number of the participants.

Table 3.1: Projected Number of Respondents

Category of respondents	Frequency	Frequency %
Teachers	40	80%
School Inspectors	10	20%
Total	50	100%

Source: Researcher Findings (2015)

3.5.2 Sampling

Best and Khan (1993) define a sample as “a small portion of the population selected for observation and analysis”. They insist that by observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn. The sample for this study involved two levels. The first level is the selection of secondary schools based on the performance in national examination results; two among the top ten and two among the weakest ten schools at District level was taken. The second level of selection is the selection of research participants. Here sampling procedure was followed.

3.5.3 Sampling Procedures

Sampling is a procedure by which some elements of a population are selected as representatives of the total population (Keya et al., 1989). This study used purposive sampling. According to Cohen et al., (2007) purposive sampling is “a feature of qualitative research where researchers pick the cases to be included in the sample on the basis of their typicality or possession of particular characteristics being sought”, so that the selected sample is satisfactory for the specific needs. They add, “The method is used to assess ‘knowledgeable people’, those who have in-depth knowledge about particular issues, who may by virtue of their professional role, have access to networks, or expertise or experience”.

3.6 Data Collection Tools

As stated earlier, triangulation of the data collection methods was seriously considered for the purpose of ascertaining the authenticity of the data. The study employed three main research tools; structured interviews, questionnaires, focus group discussion and documentary review.

3.6.1 Documentary Review

Documentary review was also a useful source of data for this study. Both primary and secondary data was collected. While primary data was collected through interviews and questionnaires, secondary data collected from the monthly reports of the school inspectors and educational officers. Other data was collected by reviewing the school inspection literature. Both books and papers specifically journals were very useful in this particular piece of research. Also, the Secondary Education

Inspection reports will be useful in tracing government statement in school inspection.

3.6.2 Questionnaires

According to Kothari (2004), a questionnaire consists of a number of questions printed or typed in a defined order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own. To White (2002), a questionnaire is regarded as a series of questions, each one providing a number of alternative answers from which the respondents can choose.

In this study the self-completion form which sometimes is known as self-administered questionnaire was employed and distributed them physically to 40 teachers in 4 public secondary schools to gather information from the teachers so as to trap their perception in regard to improved work performance based on the support given by school inspectors.

The questionnaires consisted two parts. The first part had questions focusing on the general background information about the respondents, sometimes referred as background variables and second part had sections to answer the specific research questions for this study. The questions were open ended questions type, hoped that the participants would be free to provide their views and opinions on how they understand the importance of school inspectorate in secondary schools, the ways they describe school inspectorate in Kibaha District and their relationship between them

and school inspectors in Kibaha District. Questionnaires were very useful to extract quite a lot of information within a short time. It saved time as the researcher administered a number of questionnaires to many respondents at a time.

On the other hand, questionnaires are not free from weaknesses. It has been argued that questionnaires can have poor returns if mailed. Also, if one uses a telephone it is very expensive. In order to dispel all these shortcomings, the researcher decided to administer the questionnaires in person. It was easy and simple as the participants had to complete the questionnaires at the same time which saved time that could be used in making follow ups to their responses.

3.6.3 Interview Guide

According to Enon (1998), the interview technique requires the researcher to ask questions orally or vocally. The technique involves face-to-face interaction between individuals leading to self-rapport. It is advantageous because it is quite flexible, adaptable. According to Kothari (2004), the interview method collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This methods can be used through personal interview and, if possible, telephone interview.

This study was used structured interview as it allowed more probing questions and facilitated interaction between the researcher and the informants (Fontana & Frey, 1994). It was a powerful tool that enabled the researcher to understand the fellow human beings (perception of teachers). The choice of the method based on Bryman (2004) who contends that, if one wants to understand peoples' world and their life

she/he should talk with them. Qualitative interview facilitated the researcher to understand the world from informants' point of view, to unfold the meaning of peoples' experience and to uncover their lived world prior to scientific explanations (Kvale, 1996).

The method was considered relevant for this study basing on its theoretical underpinnings of drawing the best from the participants. This was a case because the researcher believed in the individual uniqueness and differences in perceiving things. The interview helped the researcher to collect data from real lived experience of the informants. It enabled the researcher to learn about inspectors and teachers' experiences, feelings and the kind of world they live in with the hope they have in school inspection functions and participation.

Moreover, the interview was allowed the researcher to enter into the other person's world, to understand the inspectors and teachers' inner perspective and the meanings they make from those perspectives (Mushi, 2002). It provided greater depths of the phenomena under study and it enabled the researcher to explore deeply enough to provide a true picture of opinions and feelings that teachers have in relation to school inspection as a control mechanism on educational performance.

The method was allowed greater flexibility for both the informants and the researcher and it was a dynamic enough to ensure that issues properly lead to discussion and addresses of inspection issues. Again, it was a tool to ascertain the data to be collected from questionnaires and documentary review. The researcher used this instrument to collect data from the district educational officer, head teachers, district chief inspector of schools and school inspectors.

Despite the fact that this method was employed in this particular study it was a time consuming, which is the most criticized aspect of this technique. The researcher had to interview every individual and made sure that there was no interruptions during the discussion so that the interviewee to give her/his views and opinions freely to the best of her/his knowledge. In so doing, a lot of time consumed for a single interviewee. It took almost a half an hour to forty five minutes interviewing one person. This tool was also criticized for being unreliable and prone to standardized errors. In order to overcome the shortcomings, the researcher tried to keep in track, to ensure that issues in questions are discussed. The researcher used note taking of the key words, so as to be in a live discussion at the same time maintaining the flow of information. Furthermore, the researcher was humbly present herself as a learner who is there to learn more from them.

3.6.4 Focus Group Discussion

On the other hand, Focus group discussion was further employed to the school inspectors in understanding roles of school inspection. The main focus was to learn if school inspectors visit the schools in every academic year. The groups of 6 – 10 school inspectors were random sorted to form a group. Through group discussion the study expects that relevant data collected while minimizing some possible setbacks as all school inspectors had equal opportunity of providing information.

3.7 Research Procedures

The researcher was start by surveying the literature and some extract from the school inspection office in Kibaha district in Tanzania. The researcher prepared a questionnaire for the respondents; teachers, head teachers, chief inspector of schools

and school inspectors. The data collected through verbal interaction (face-to-face) between the researcher and informers and through the self-administered questionnaires. In order to extract more information from teachers and inspectors, the researcher created and established a close rapport with respondents to provide the possibility for more informed research as stressed by Fontana and Frey (1994). The first step was to visit the School Inspectors Offices, school, and make appointments for the interview and for questionnaires.

It was hoped that the teachers and school inspectors were ready to participate in the interview and complete the questionnaires the same day that the researcher was visit them. During the interview the participants were expected to show their inner feelings in issues pertaining to their experience in school inspection. Again, during completion of questionnaires, it was a time where some participants asked many questions for the researcher to clarify, and given their recommendations based on effectiveness of school inspection.

3.8 Data Validation

The term validity deals with a question that a study measures what it supposed to measure (Cohen, Manion & Keith 2007). In more details, validity has many forms in qualitative data. Based on Cohen et al., (2007) validity in qualitative data can be addressed through the honesty, depth, richness and scope of the data achieved. The validity of this study was measured through the help of the research supervisor and colleagues. The research tools refined to ascertain its relevance, coverage and consistency before the researcher applying them in real field situations.

3.9 Reliability of the Tools

Reliability refers to the degree of consistence whereby if the study is repeated over again using the same procedures, it will bring about the same results (Yin, 1984; Brock- Utne, 1996; Kvale, 1996). The concept reliability is a pre- requisite for validity for both quantitative and qualitative (Brock- Utne 1996). In order to ensure the validity and consistency of the study, the research tools were piloted among two fellow students before applying them in the field setting. These were secondary school inspection background. It is hoped by the researcher that they could check the consistency of the questions, because, as participants, they will have come across school inspection. In addition, the researcher made the efforts to track the data and suggestions so as to organise and record the information in such a way that it can meet the research objectives.

3.10 Data Analysis Plan

This study involved qualitative data analysis. The data from the respondents were summarized, analyzed and presented using textual representation after organizing them in patterns in relation to research objectives. The data from the questionnaires was coded and analyzed using Statistical Package for Social Sciences (SPSS) for windows. Using SPSS for windows was helpful and easier to give descriptive statistics particularly the frequencies of the responses with its respective percentages especially for “Yes” and “No” responses.

3.11 Ethical Issues Considerations

Ethical issues are of paramount concern when planning to carry out social research (Bryman, 2004; Cozby, 2007). Before going in the research field, the researcher

made sure that all the procedures in doing research are properly followed. First, the researcher obtained the letter of permission (a letter of support for research) from “The Open University of Tanzania”. On behalf of the Regional Education Officer, Kibaha District Commissioner; the District Education Council and Town Education Officer were contacted for reference letter of introducing the researcher to the respective schools and to the school inspectors.

Again, the issue of participants’ consent as stressed by Fontana and Frey (1994) was highly observed in this study so as to ensure a free participation. Before administering the questionnaires and during face-to-face interview, the research purpose and objectives were explained and clearly articulated so as the participants could take part freely based on their own consent. The interviews were carried out in a place where no one could invade the privacy of the issue in discussion. Participants assured their security and confidentiality of all the information given. For this reason, the researcher employed different questionnaires and interviews to teachers and inspectors.

3.12 Delimitation of the Study

This study was basically qualitative in nature and it was confined in Kibaha District within public secondary schools. It involved 4 secondary schools aside of 21 secondary schools within the district. Also, primary schools and privately owned schools were not including in this study. This implied that the findings of this study may not be replicated and generalized to other part of the district and in Tanzania at large. Again, the study mainly concentrated on understanding the roles of secondary school inspection in Tanzania.

3.13 Limitation of the Study

This study conducted for only two months, which was very short time for meaningful findings. Also, the issue of accessibility of the participants was a problem. Some of the participants had governmental officials and other responsibilities. Thus, the researcher had to attend the same office several times, and some were in hurry to the extent that they spent few minutes responding to the interview which might have affected the provision of useful data for this study.

In addition, some of the school inspectors were in fieldwork during the study. Thus, the researcher had to visit them in several times, which was a time consuming and tiresome, and it was added more cost for transport. This also had affected the data to be given as some were also busy and in hurry to meet some family obligations. The most challenging issue was doing the interview with limited researcher experience. The challenge was how to keep on track at the same time taking notes. So, with the interviews the researcher, therefore, has to note the main points as some of the interviewees can be so talkative and articulate that it could be very difficult to take in- depth notes.

The other challenge was about the participants being paid particularly the teachers who completed the research questionnaires. Taking their time was a challenge as they may expect that they could be paid for. But, the researcher was just explained that she is a student and she wants the data for the accomplishment of her studies. It was impressive to learn that participants decided to complete the questionnaires by their consent, without any payments.

3.14 Summary

The chapter so far has discussed the research strategy employed in the study where a qualitative approach is the dominant. The chapter also has discussed the study location and the reasons for choosing it. The sampling of selected secondary schools and research participants has also been provided. The chapter further has discussed the data collection methods and tools; these are the interviews, questionnaires and focus group discussion. It has also provided the research procedures in this particular study. The data validation and reliability have been also discussed together with data analysis plan. In the last part of the chapter, ethical considerations that were observed by the researcher in the field setting have been provided.

CHAPTER FOUR

PRESENTATION DISCUSSION OF FINDINGS

4.1 Overview

This chapter covers the presentation and discussion of the findings based on the data collected from Kibaha District. The chapter is organized in sections. Section 4.2 presents the description of the participants in this study. Section 4.3 presents the findings on the views of teachers on the importance of school inspectorate. Section 4.4 presents the findings on ways teachers describe school inspectorate. Section 4.5 presents the data on the relationship between the teachers and school inspectors and finally section 4.6 presents the summary of the chapter.

4.2 Description of the Sample

Table 4.1 presents distribution of respondents by position of their respective work.

Table 4.1: Number of Respondents

Category of respondents	Frequency %	Actual Frequency %
Teachers	40 (80%)	38 (72%)
School Inspectors	10 (20%)	6 (12%)
Total	50 (100%)	44 (88%)

Source: Field Findings (2015)

Table 4.2 shows the distribution of the respondents by gender in Panel A and by Age in Panel B. Panel A indicates that 18 (40.9%) and 26 (59.1%) male and female respondents respectively participated during data collection. This implied that more female are school stakeholders than men in Kibaha district. More female participated

during data collection and the observation further indicated that most of the teachers' respondents were female. It meant that the district have employed many women than men. Thus, the school inspectorate in Kibaha District in most cases deals with women compared to men.

Table 4.2: Gender and Age of Respondents

Panel A: Gender	Category of Respondents	Frequency (%)
Male	Teachers (16)	18 (40.9%)
	School inspectors (2)	
Female	Teachers (22)	26 (59.1%)
	School inspectors (4)	
Total		44 (100%)
Panel B: Age		
Below 10 years		0 (0%)
10 - 20		0 (0%)
21 - 30		10 (22.8%)
31 - 40		23 (52.2%)
41 - 50		7 (15.9%)
Above 50 years		4 (9.1%)
Total		44 (100%)

Source: Field Data (2015)

Likewise, panel B of Table 4.2 shows the distribution of respondents by age. Most of the respondents were belonging to 10 - 20, 21 - 30 and 31 - 40 years old whereby 10 (22.8%) and 23 (52.2%) respondents confirmed the findings respectively. Only 7 (15.9%), and 4 (9.1%) respondents were 41 – 50 and above 55 years old respectively. The experience from the questionnaires and interviews indicated that most of the respondents in 21 - 30 and 31 - 40 years were teachers and school inspectors. It was

surprised that the respondents of 41 – 50 and above 55 years were school inspectors and teachers. On the bases of these result, it was the worth word to suggest that many teachers in Kibaha District council are adults. But school inspectors are old people. It further meant that the school inspectors in Kibaha District have many years of working experience hence the possibility of the schools to have good performance online the school inspectorate is high.

Table 4.3: Education Levels of Respondents: Teachers and School Inspectors

Education Level	Frequency (%)
Primary Education	0 (00%)
Secondary Education	0 (00.2%)
Certificate / Diploma	13 (29.5%)
Bachelor Degree and Masters	31(70.5%)
Total	44 (100%)

Source: Field data (2015)

Table 4.3 illustrates education level of the respondent participated in the study. 13 (29.5%) and 31(70.5%) were certificate,/diploma and degree holders. The findings showed that the most respondent who are the holder of certificate / diploma were teachers while the holder of bachelor degree and masters were teachers and school inspectors. On these bases Kibaha District employs school inspectors who are the degree holders. The same meaning is to the secondary school teachers where by the findings confirmed those 31 (70.5%) respondents were degree worker. Through this process, it is high possibility of success in school inspectorate in the district.

A total of 44 (88%) useful questionnaires were collected and inputted into SPSS for analysis. 38 (72%) teachers and 6 (12%) school inspectors were involved, however;

the planned respondents were 40 (80%) and 10 (20%) teachers and school inspectors respectively. The findings showed that two questionnaires from teachers were not collected back and four school inspectors were not interviewed, due to the fact that the respondents were on holiday during data collection and others were busy with official matters. This implied that holiday for teachers and fieldwork for school inspectors was the obstacles during data collection which demanded extra-time and commitment of the researcher to minimize the challenge.

4.3 Views of Teachers on the Importance of School Inspectorate

Objective 1 was set to explore the views of teachers on the importance of school inspectorate in secondary schools. The question was: What are your views on the importance of inspectorate in secondary schools? Their responses are as presented in Table 4.4.

Table 4.4: Views of Teachers on the Importance of School Inspectorate

Respondents' Response	Frequency (%)	
	Yes	No
Teaching improvement	39 (88.6%)	5 (11.4%)
Providing feedback	15 (34.1%)	29 (65.9%)
Performance/learning improvement	32 (72.7%)	12 (27.3%)
School administration improvement	31 (70.5%)	13 (29.5%)
Accountability and motivation	37 (84.1%)	7 (15.9%)
Teachers professional development	26 (59.1%)	18 (40.9%)
Behavior change	36 (81.8%)	8 (18.2%)

Source: Field Data (2015)

According to the views of teachers, school inspectorate has the great importance role to play in rising school standard in Tanzania. Table 4.4 shows that the respondents

confirmed different importance of school inspectorate in Kibaha District council. These include; teaching improvement 39 (88.6%), accountability and motivation 37 (84.1%), behavior change 36 (81.8%), performance and learning improvement, 32 (72.7%) and school administration improvement 31 (70.5%). Some of the respondents 29 (65.9%) rejected the suggestion of provision of feedback. The implications of these findings show that teachers consider school inspectorate has of importance.

However, for improvement, feedback of what were found during inspection is necessary. In triangulating this information, open ended questions were used to seek more information from the participants through interview schedule. The question was: What are views on the importance of school inspectorate in secondary schools? The following were the responses:

Teacher 1: There is positive and productive contribution of school inspectorate in teachers' professional development. This makes teacher to be updated in materials and preparation so that won't get a dirty report. Since inspection involve observation in the classroom while the teachers is teaching, this makes the teacher prepare well before teaching for instance planning before teaching what to teach, which enables him/her manage time and stick to the subject content in steady of meandering around the bush. Also other professional documents like scheme of work and log book will be inspected, which help to sharpen teaching process and the professional in general.

Teacher 2: It has also the positive contribution due to the fact that all the time a teacher can have serious preparation whenever he/she knows that there is inspection.

It can enable to build that behavior. School inspections are useful because they make teachers being alert and always adhere to teaching procedures. Always inspectors check for teaching aids, lesson plans, they observe how teachers teach in class. They remind teachers to follow their teaching ethics and help school to know their weaknesses and when possible address them to improve the way we teach students so as to deliver quality education to students. Inspections if done properly keep us a teachers to be active and up-to-date.

Teacher 3: School inspections increases the level of accountability and sometimes motivation of teachers increase especially when inspected by an inspector who is an expert of that particular subject - this motivates teachers to change in teaching practices.

These findings implied that teachers accept that school inspection is potential for teaching and learning improvement. As the school inspectors visit school they normally check if teachers teach according to participatory approach, or If they use teaching aids/materials, inspectors demand to see if teachers prepare subjects before going to teach; they check the time table, lesson plans, scheme of works, they also check students notes and observe teachers when in are classes teaching, they provide professional support by conducting dialogues before and after inspections. That means; the schools where the school inspectors make efforts to help teachers who encounter problems in classroom teaching eventually lead to the students' better academic performance. Motivation and sharing of experience between teachers and inspectors can therefore enable teacher and administration in general to work perfectly. Contrary, some participants revealed that provided the schools have

enough teaching and learning resources; students will have good performance. Their responses were:

Teacher 1: In actual sense, inspectorate has very little contribution on academic performance. This is because performance is influenced by teachers, students, teaching and learning conducive working environment, well equipped teaching and learning facilities and other factors.

Teacher 2: There is always no actual understanding how the class teachers inspected contributes student's performance.

Teacher 3: There is no direct impact to student's performance since they just deal with documents which may be contrary to the real situation of teaching and learning.

These findings implied that there are teachers supporting school inspection while others not. The similar issues reported in study conducted in Arusha by Haule (2012). The most important the findings revealed that school inspections are negatively perceived by school teachers and some rejected school inspections. However, some school leaders tend to be somehow positive towards school inspections processes. This implied that respondents and researchers have attribute to the positive perception with the involvement of school leaders in the school inspection process, while ordinary teachers are just being inspected, and teachers would perceive inspectorate, not an intrusion to their teaching activities, but as a part and parcel of school management and quality control.

Good impression; it was discovered that during school inspection; teachers are working well i.e. teaching effectively as syllabus guides. Yet; this meant that in

Kibaha district the school inspection has the challenge which demands effective leadership and sensitization to teachers for work effectively performance. Also different stakeholders in education and school inspections should consider the need of school inspections, and the schools should be empowered to conduct school self-evaluations so that school context data may feed school inspections reports.

Moreover; the findings identified that, school inspector's offer advice on how to help the individual students in the classroom and how to make or prepare the schemes of work and lesson plans based on the level of the students. And also they provide advice about how to use the teaching and learning materials.

School Inspector 1: When we visit the school, we just collect schemes of work, lesson plans and the teaching and learning materials. If a teacher is good we congratulate him/her, but one is lazy and do not want to perform, we try to help them on how they can improve their teaching. To me, I think school inspectors improve teaching and learning in secondary schools.

School inspector 2: Inspectors ensure that teachers deliver a quality education to students. Also we help teachers to identify their strength and weak areas so as to improve them.

School inspector 3: School inspection help monitoring the delivery of education according to stipulated curriculum and set standards. It also ensures efficiency and quality delivery in education. The efficiency and effective delivery of education under the decentralized and liberalized education system as stipulated in the education and Training policy document requires closer monitoring of schools as

well as adequate feed-back mechanisms between school inspectors and education agencies, managers and administrators at zonal, regional and district levels.

Based on these findings it is a worth word to suggest that the inspection has only a limited positive impact upon secondary school practice. This also meant that school inspection is important in education system for effective delivering of the education and setting of standards. The study by Ololube, and Major (2014) in Nigeria also confirmed the same issues. The findings reported that school Inspection is an integral part of education systems globally, and has maintained the same purpose irrespective of its historical development in different parts of the world.

The reasons that inspection is carried out in schools include; acquiring an overview of the quality of education: This is done in accordance with performance indicators for an education system. Report findings are sent to the educational institutions involved to enable them to plan improvement strategies; and ensuring minimum standards: This is done to verify that minimum standards are being adhered to. This thus helps to guarantee relatively equal educational opportunities for all by ensuring that the same school standards are maintained across the country. However; it is difficult to justify the inspectorate's importance in the presence of poor relations among key stakeholders and that; as a result, teachers' views in Kibaha district shows that the positive impact of inspection upon secondary schools is questionable. This further implied that secondary school inspectorate has negatively and positively perceived by school teachers. If teachers therefore involve in the inspectorate activities, teachers would perceive inspectorate, not an intrusion to their teaching activities, but as a part and parcel of school management and quality control.

4.4 Ways Teachers Describe School Inspectorate in Kibaha District

Objective 2 was set to find out the ways teachers described school inspection. The ways people describe a phenomenon can tell how they perceive it, positively or negatively. So this objective intended to get the inner perception of teacher about the school inspection.

The question was: How do you describe school inspectorate?

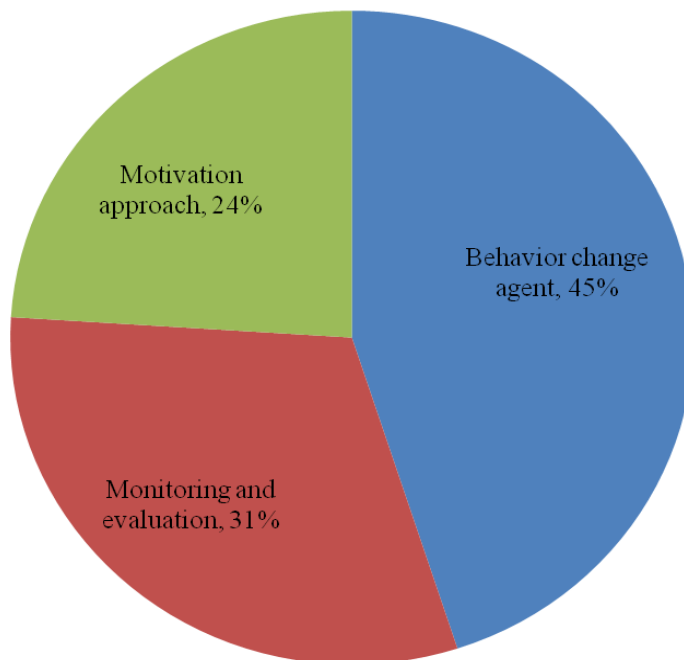


Figure 4.1: Why Teachers Describe School Inspectorate

Source: Field Data (2015)

Figure 4.1 presents the ways teachers describe school inspectorate i.e. how teachers perceive school inspectorate. Motivation approach, behavior agent and motoring and evaluation are the key indicators through which 45%, 31% and 24% of the male and female respondents confirmed the findings respectively. The responses of the respondents were:

Teacher 1: Inspection helps to motivate teachers in the way that teachers who have done best in performance are recommended positively and this motivates them.

Teacher 2: School inspections have no actual impact for working spirit rather than fearing teachers.

Teacher 3: School inspectors sometimes visit the school without information, this disturb mind and working attitudes hence de-motivated teachers.

Based on the findings, school inspection in most cases is considered as the behavior change agent. Motivation and monitoring and evolution are also provided to improve the working spirit and ensuring education standards. However; some teachers are not comfortable with the school inspection. They afraid and hate inspection which discourage the relation among teachers and inspectors. Teachers are not cooperative especially those who are incompetent. Teachers panic due to the fact that most of the teachers didn't prepare well previously. So teachers find themselves stressed, thinking about being demoted at their work or given bad repots in their files that is why during the visiting secession of inspector some are absent.

Adewale, at el., (2014) reported similar issues. The citrus extracted from their findings suggested that the nature of interaction between teachers and school inspector/supervisors was fearful, dispersion of catalogue of faults and threatening, because the greater majority of school inspectors/ supervisors behaves as higher executive officers, feeling too big to greet older teachers by age not to talk of discussing anything with teachers in the class other than to interact with files, It is important to emphasize that instructional supervision/inspection deals with human

beings that they must create conducive environment for teachers to improve them in areas of weakness and upheld good instructional practices. However; some of the teachers especially female do always feel good to be inspected as they are well prepared and trust the school inspectorate. This implied that women teachers are more interested to the inspections than men. They still believe that while school inspection is done hard workers are motivated.

Moreover; teachers who are doing well are likely to be motivated and do better in future. Contrary; those who perform poor can't see the contribution of school inspection on the bases of motivation rather than establishing negative relation with the inspector. Most of the head teachers believed so and argue that inspectorate as the means of schools monitoring and evolution; schools are run under regulations and rules through which stakeholders are operated. Schools inspectorate ensures that there is commitment of teachers and other stakeholders in quality management and quality control for good performance.

However; teachers claimed that always school inspectorate reports are not available for all stakeholders. The most important, the respondents identified that school inspectors were supposed to provide feedback after inspection but it is not. This was also confirmed by NAO (2008) who suggested that there is no routine of sending the school inspections' reports to the administrative district level.

There is limited transparency: the information concerning audits is not published implying that it was not accessible to the media and the general public. This implied that senior administrator such as inspectors and head of school have the tendency of

considering those reports are for their offices and thus, no need of publishing them the subordinators. And in actual sense the experience from the findings showed that head of schools afraid to publish the report since some of the reports have negative comments to them. Thus it is concluded that the establishment of interpersonal relationships with teachers, stakeholders and inspectors should take inspections as the valuable and contributive services for effective monitoring and evaluation of education standards, motivation guide and behavior change agent.

4.5 The Relationship between the Teachers and School Inspectors

The third and the last objective were to examine the relationship between the teachers in secondary schools and school inspectors in Kibaha District. The reason for this examination was to get a sense of the other two objectives: why teachers view and describe school inspectorate the ways they do. The way one views and describes a phenomenon, will determine the way that person will interact with that phenomenon.

It was assumed that the relationship between the teachers and school inspectorate will be the reflection of their views and description. Likewise, the relationship between the teachers and the school inspector will lead to the ways they are viewed and described by the teachers. The question was: How do teacher relate to school inspectors? Questionnaire and interview were used to solicit this information. Table 4.5 shows the answers.

The Table 4.5 shows the respondents responses based on the relationship between teachers and school inspectors. The findings more confirmed that the relationship is

associated with power struggle (27.3%), staff enhancement 29 (65.6%) document and information sharing 31 (74.5%) and coaching and counseling process 35 (79.5%).

Table 4.5: The Relationship between the Teachers and School Inspectors

Respondents' Response	Frequency (%)	
	Yes	No
Power struggle relationship	12 (27.3%)	32 (72.7%)
Staff enhancement	29 (65.6%)	15 (34.1%)
Document and information sharing	31 (74.5%)	13 (29.5%)
Coaching and counseling	35 (79.5%)	9 (20.5%)

Source: Field Data (2015)

These implied that most of the respondents accept that school inspections have great role of coaching teachers for learning and teaching process. The participants further reported:

Teacher 1: There is a kind of power struggle between the teachers and the school inspectors.

For example, school, inspector can direct the ways that the head of the school have to appoint his or her subordinates to lead different departments/committee, head of the school need to have people with their views and whom they see they can help them in running such department/committee.

Teacher 2: Sometimes school head get into quarrel with the inspectors because the heads do not adhered to all what they are told by the school inspectors to do. In allocating school fund and fees, for example, school heads do what they think is best and do not follow what the inspectors tell them to do.

Teacher 3: To the inspectors to collect first hand information by visiting schools and developing closer relationship with teachers and head teachers.

The findings experience indicated the relationship appeared on the management of school, management of school fund and administration of school fees and management of school environment. On the bases of power struggle, 32 (72.7%) respondents were opposed its present. This meant that however, teachers and school inspector have power struggle, its impact is not so clear. Different citation from the heads of schools and inspectors showed the presence of power struggle which implied that power struggle relationship mostly exists in management system but not in a great extend. However; most of the teachers were seemed to know nothing about power struggle relationship.

School Inspector 1: There is no much struggle on this, mostly things are going well.

School inspector 2: As Inspectors we never experienced power struggle because heads of schools are advised on how to manage their school funds.

School Inspector 3: Insufficient budgets/funds as set by the government limit the school inspector to reach all schools in a time as there is shortage of sources like stationeries', car as well as funds to stay at a school for more than 2 instead of 3 or more days depending on the type of inspection, because whole school inspection needs ample time. For example, before school inspections – the school inspector get prepared by going through the files for the respective schools which are to be visited to find out the strengths and weaknesses of the school. During inspection school inspectors give chances to the teacher concerned to facilitate the teaching and learning process (class room observation).

Based on these findings; the respondents revealed that there is relationship among teachers and inspectors based on document and information sharing. This meant that inspections reports are the means of communication between school inspectors and teachers. The process of sharing the document and information staff performance is enhanced. School inspectors work as the coaches and counselor while carrying out school inspection to enhance school performance.

This meant that when the school inspectors work as advisors to direct teachers on teaching, good behaviors and administration procedures and rules through their direct contact reports, training and counseling built the relationship among teachers and school inspectors. Meanwhile; common suggestions, opinions and directives of school inspectors therefore have great meaning in educational stakeholders' relationship in Kibaha district council.

Moreover; the findings revealed that the problems/challenges facing inspectors in Kibaha District in were lack of funds to conduct regular visits and to follow up on their feedback to schools, the limited number of inspectors, and the lack of transport, as the district had only one vehicle, which was being used for inspection and other office chores. These findings concur with those of identified by Grauwe (2001); it was found that the main constraints on inspectors' effectiveness were their poor working, expressed through shortage of transport and inadequate provision of travel allowances.

There was lack of vehicles and that the available ones were used for purposes other than for school visits. Therefore; it's concluded that the school inspectors work as

advisors to direct teachers on teaching, good behaviors and administration procedures and rules through their direct contact reports, training and counseling built a good relationship among teachers and school inspector in Kibaha district as well as country wide. Through these scientific and critical theories; school inspection has a great potential to help teachers perform well in classroom teaching. But, for all its educational value, school inspection still remains unclear idea in many minds of the teachers; and thus this calls for the new study on role of secondary school inspection in raising school standards in Tanzania.

4.6 Summary

According to views of participants offered through objectives one to three, education stakeholders view school inspections in different ways. Teachers accept that school inspection is potential for teaching and learning improvement. On the other hand there are participants who believe that school inspection has nothing to do with teaching and learning process.

This implied the role of school inspection is inadequately understood to teachers. Yet, school inspection in most cases is considered as the behavior change agent where motivation is provided to improve the working spirit and ensuring education standards. As teachers afraid the school inspection and some hate school inspection; they discourage the antagonistic relationships between teachers and inspectors.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was conducted in Kibaha District council and the main aimed to understand the role of Secondary School Inspection in Tanzania in order to make suggestions how school inspections can have a more improvement in the current global economy. Data was specifically collected out in four secondary schools in Kibaha District. Two schools were taken from Kibaha District Council; Kilangalanga Secondary and Mihande Secondary available at Mlandizi. Another two Secondary schools were from Kibaha Town Council; Tumbi and Zogowale Secondary available at Tumbi and misugusugu wards respectively located nearby from the main road. All the schools follow a system of co-education system (mixed boys and girls) and covering form I-VI.

The study was organized in five chapters. Chapter one covered the general introduction and background to the problem. Chapter two was the literature review and chapter three organizes the study method and design. Chapter four concerned with data presentation and discussed the findings. Finally, chapter five has focused on the summary, conclusion and recommendations of the findings.

If the goal of school inspectorate is to improve teaching and learning, teachers need to have this understanding and collaborate with the school inspectors to improve their schools. Based on scientific and critical theories, school inspection has a great potential to help teachers perform well in classroom teaching. For all its educational

value, school inspection still remains unclear idea in many minds of the teachers. As this study discovered, there are different views of teachers on the importance of school inspectorate; these include teaching improvement, providing feedback, performance/learning improvement, school administration improvement, accountability and motivation, teachers' professional development and behavior change.

This implies that secondary school inspections generally are positively perceived by school teachers while some of them tend to be somehow negative towards Secondary school inspections. These findings are congruent with that of Matete (2009) in Mbeya city district, where she found that school inspection plays a potential role towards improving teaching and learning. The research participants in this study had different views - "school inspectors contributed a lot in helping the schools to move forward." However, some teachers had a view that school inspectors inspectorate has very little contribution on academic performance.

Given the current status of students' failure in national form four in Tanzania, there is a need to transform the social relationship between the teachers and the school inspectors from that adversary to collegiality. Both the school inspectors and the teachers need to work closely together and plan together on how to make the schools and the students go forward. To that end, we need to understand how teachers view school inspectorate. When we come to know more about teachers' views about school inspectorate, we will be in a better position to efficiently and effectively deal with the problems of school inefficiency and ineffectiveness, leading to students' failure. The present study attempted to address this need by investigating the views

of teachers on the importance of school inspectorate. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

5.2 Conclusion

Understand the role of Secondary School Inspection in Tanzania, Kibaha District in particular was the unique need of examining views of teachers on the importance of school inspectorate, ways the teachers describe school inspectorate and the relationship between teachers and school inspectors. These would contribute knowledge to secondary education stakeholders that will facilitate positive change in school inspection and performance in general.

The most important the findings have revealed that teachers see and describe school inspection process in both positive and negative ways. These have great influence in teachers and school inspectors' relationship. For effective role of school inspection and good performance; stakeholders of secondary education in Kibaha district council must consider teachers views reported in this study. Therefore; the use of these findings would enable teachers, education officers and inspectors, policy makers, researchers understanding how school inspections can have a more improvement in the current global economy and hence positively work on them.

5.3 Recommendations

In management and administration of schools, there is need of positive relationship among teachers and inspectors based on document and information sharing. Therefore; school inspectors must make sure that they provide inspection feedback for administration/management and working, teaching and learning performance.

Teachers see and describe school inspection process in positive and negative ways. Thus, for effective implementation of school inspection process; stakeholders specifically school inspectors should work hard in planting teachers with positive thinking and perception of school inspection exercise. Teachers afraid and stressed of school inspections as a result they not willing of being inspected due to the reasons that they don't like to work according to school regulations and procedures until the presence of school inspections. Training/coaching and counseling are frequently demanded to change negative mind of teachers and facilitate improvement of their working environment especially preparation of lesson plans, use of log books and marking schemes.

School inspectors must change their attitudes and considering teachers as part of their field and not always perceive them negatively. There should be a good schedule of inspection and not ambushing schools for inspection. School inspectors must be given limitation of areas of inspection and guidelines which must be accompanied with training to them on best inspection process and procedures to avoid power struggle relationship with teachers especially head of schools.

Moreover, it learnt that inspection is a critical process which need cooperation among stakeholders; students, teachers, administrators, policy makers and academicians. Relevant data and inspection feedback should be always taken into consideration while dealing with issues related to school inspection. Therefore; further on perception and attitudes of teachers towards the school inspection, challenges facing school inspectorate and the role of school inspectorate on student performance would be carried out for effective school standards.

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APPENDICES

Appendix I: Questionnaires: Teachers

Introduction

This study is a requirement for award of MEDAPPS. Thus; the purpose of this process is to understanding the role of secondary school inspection in Tanzania. All information will be confidentially treated.

Personal Details of the Respondent

Sex: Male/Female

1. Educational level:
- | | |
|---------------------|--------------------------|
| No School | <input type="checkbox"/> |
| Standard seven | <input type="checkbox"/> |
| Secondary Education | <input type="checkbox"/> |
| College/University | <input type="checkbox"/> |

Age: Below ☐

18 – 45 ☐

45 – 60 ☐

Above 60 ☐

2. For how long you have been school education officer?
3. How many education officers are you in your office?

How many teachers are you in this school?

Can you mention; Male.....Female.....

How many times do school inspectors visit your school per one academic year?.....

A. Views of teachers on the importance of school inspectorate

In your views, what is the contribution of school inspectorate in:

Teacher professional development?

Teaching?

Motivating teachers?

School administration?

Student academic performance?

Ways teachers describe school inspectorate

It has been reported that teach school teachers tend to be stressed and apprehensive when inspectors visit schools. Can you explain this in relation to:

The ways teachers behave during school inspectorate?

The ways students behave during school inspectorate?

The ways you behave during school inspectorate?

The ways the school inspectors behave during school inspectorate?

The relationship between the teachers and school inspectors

Some people have theorized that there is power struggle between the heads of schools and school inspectors. How can you explain this in terms of:

Management of school

Management school funds

Administration of school fees

Management of school environment

.....

.....

.....

4. In your views, what are the key roles of school inspectors?

.....

.....

.....

5. Do the school inspectors play the roles that you described?

.....

.....

.....

6. What challenges do you face in relation to school inspectors?

.....

.....

.....

7. What should be done so that school inspections can have a positive contribution towards teaching and learning process?

.....

.....

.....

Thank you for your cooperation

Appendix II: Interview Schedule for School Inspector

Introduction:

This study is a requirement for award of MEDAPPS. Thus; the purpose of this process is to understanding the role of secondary school inspection in Tanzania. All information will be confidentially treated.

Personal Details of the Respondent

Sex: Male/Female

1. Educational level:
- | | |
|---------------------|--------------------------|
| No School | <input type="checkbox"/> |
| Standard seven | <input type="checkbox"/> |
| Secondary Education | <input type="checkbox"/> |
| College/University | <input type="checkbox"/> |

Age: Below ☐

18 – 45 ☐

45 – 60 ☐

A. Views of school inspectors on the importance of school inspectorate

In your views, what is the contribution of inspectorate in:

Teacher professional development?

Teaching?

Motivating teachers?

School administration?

Student academic performance?

Ways school inspectors describe their work

2. It has been reported that school teachers tend to be stressed and apprehensive when inspectors visit schools. Can you explain this in relation to:

The ways school inspectors behave during school inspectorate?

The ways teachers behave during school inspectorate?

The relationship between the teachers and school inspectors

3. Some people have theorized that there is power struggle between the heads of schools and school inspectors. How can you explain this in terms of:

Management of school

Management school funds

Administration of school fees

Management of school environment

4. In your views, what are the key roles of school inspectorate?

.....

5. What challenges do you face in relation to your role as school inspector?

.....

7. What should be done so that school inspections can have a positive contribution towards teaching and learning process?

.....

Thank you for your cooperation